

Interagency Articulation Agreement to Support the Transition Process of Students with Disabilities

FACT SHEET

- What IS the “Interagency Articulation Agreement to Support the Transition Process of Students with Disabilities”?

The “Interagency Articulation Agreement to Support the Transition Process of Students with Disabilities” is a state-level agreement for agencies charged with transitioning students with disabilities from high school to:

- Postsecondary/Training
- Support services
- Employment

- What agencies have entered into this agreement?

1. Department of Education: Bureau of Exceptional Education and Student Services (BEES); Division of Vocational Rehabilitation (DVR); and Division of Blind Services (DBS)
2. Department of Health (DOH): Children’s Medical Services (CMS)
3. Department of Children and Families (DCF): Mental Health (MH)
4. Agency for Persons with Disabilities (APD)

- What is the purpose of the agreement?

The general purpose is to encourage and facilitate cooperation and collaboration among the local leadership and staff of the Local Education Agencies (LEAs) and local offices of DVR, DBS, APD, CMS and MH throughout Florida in order to provide a smooth and successful transition of students with disabilities to meaningful, gainful and sustained employment and/or post-secondary education with access to adult health care and mental health services to maintain a healthy life. The specific purpose of the agreement is to:

- Provide guidance to local office line staff
- Provide information to consumers
- Provide parameters to local office administrators and managers
- Support the participation of local agency personnel to participate in the transition IEP process through the development of guidelines, policies and/or procedures at the local level.

- How will services be coordinated between the agencies?

Coordination of transition services will occur through:

- Technical assistance and consultation
- Outreach and identification of students
- Referrals by the LEA to DVR, DBS, APD and/or MH, ensuring confidentiality of personal records
- Sharing information with partner agencies with written consent of client or guardian

- How will service plans be developed?

Service plans will be developed jointly to the extent possible, to include appropriate elements from each other’s plans in their own.

- What specific transition services will be addressed?

- BEES

- Addressed in Individuals with Disabilities Education Act (IDEA) 2004 and State Board of Education rules

- **DVR and DBS**

- Information and referral services
- Diagnostic assessments and vocational evaluations
- Vocational counseling and guidance
- Career exploration
- Technical assistance and consultation regarding transition
- DVR services addressed in Rehab Act of 1973 Amendments

- **DVR**

- Time-limited Individualized Plan for Employment (IPE) services, based upon comprehensive assessment and individual need
- Employment-related job coaching, supported employment or on-the-job training
- Post-secondary education/vocation training
- Medical and psychological restoration
- Transport assistance
- Job accommodations
- Assistive devices
- Work-related equipment and work-related needs

- **APD**

- Planning, information and referral and waiver services (to eligible individuals) for students/clients
- Services available to eligible students during secondary school will vary by fund program. APD waiver funding shall always be funding of last resort.

- **CMS**

- Information and planning
- Resources and referral
- Transition to adult health care providers and services

- **MH**

- Planning and referral
- Assessment
- Transition to adult mental health care providers

- **What elements for successful transition should be included in local agreements?**

- Relevant elements of state agreements and those specific to local agreement including:
 - Agency contacts for each student with a disability
 - Method by which agency contacts will be informed of planned Transition IEP meetings
 - Circumstances in which separate agency input is sufficient or when attendance is expected
 - Agreement on space available in the local school to the DVR and DBS counselor, if needed
 - Plans for specific joint outreach activities
 - Statement of commitment of resources
 - Statement about students to be identified and served
 - Eligibility criteria
 - Referral procedures, technical assistance, contacts, mutual training, reporting requirements, etc.
- Criteria for IPE services for students in school

- **What is the role of the DOE Office of Interagency Programs?**

- Facilitate and survey local implementation of the agreement
- Develop recommendations for the resolution of operational issues
- Recommend solutions to agency issues that were not able to be solved at the regional/local level
- Make recommendations regarding continuing or amending this agreement once a year

- **What agencies are financially responsible for the provision of services?**

Each agency is financially responsible for the services it provides under its own laws and rules.